ED 326 279 JC 910 013

AUTHOR Wallenfeldt, E. C.; Anglin, L. W.
TITLE Institutional Partnership: An Evolving Case Study.
INSTITUTION Kent State Univ., OH. Graduate School of Education.
PUB DATE Mar 90
NOTE 16p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Cooperative Planning; *Cooperative Programs; *Faculty Development; Higher Education; Institutional Mission; *Intercollegiate Cooperation; *Postsecondary Education as a Field of Study; Program Descriptions; State Universities; *Teacher Education Curriculum; Teaching Skills; Two Year Colleges; Workshops
IDENTIFIERS Cuyahoga Community College OH; Kent State University OH

ABSTRACT

Cuyahoga Community College (CCC) and Kent State University's (KSU) current partnership for educational progress has evolved over nearly two decades of continuous communication and political obstacles. The foundation for the partnership was established in the early 1970's, in spite of community college criticisms of the inadequacy of higher education programs for training two-year college personnel and university criticisms of the open door policies of two-year colleges. In the eyes of the two-year college administration, universities over-emphasized specialized knowledge and research skills, and failed to prepare graduates to address matters of teaching competencies and learner understanding, issues critical to junior college educators. In January 1974, a career and personal development workshop, based on a human potential model in use at CCC's east campus, was organized jointly by KSU and CCC faculty. While efforts to develop a doctoral program at KSU to address the skills required of community college educators failed, a community college specialist was added to the KSU faculty in 1979, and informal relations between the institutions continued. Aided and supported by interested KSU and CCC faculty and administrators, 12 CCC faculty members did enroll in doctoral programs at KSU. A High Schools for the Future project developed and jointly administered by KSU and CCC senior faculty led the CCC east campus provost to propose a joint staff development program for CCC faculty. A formal plan was presented to the KSU Regents Advisory Committee on Graduate Studies and was subsequently approved in 1987. The successes of these and additional collaborative efforts has created a solid working partnership between the two institutions. (GFW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326279

Institutional Partnership: An Evolving Case Study

Graduate School of Education

Working Paper

E. C. Wallenfeldt

L. W. Anglin

Kent State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. W. Anglin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

March, 1990

Institutional Partnership: An Evolving Case Study

E. C. Wallenfeldt

L. W. Anglin

The current partnership for educational progress involving Cuyahoga Community College and Kent State University has evolved over nearly two decades. The development of this relationship, which holds such a strong potential for confronting educational problems of the cities, has been characterized by continuous communication, political obstacles, and the emergence of a sincere appreciation on the part of personnel of one institution for the distinctive role and mission of the other institution. Over the years university faculty and administration have gained an understanding of the unique position of the community college, and community college personnel have come to recognize that university programs could be modified and changed to meet the needs of two-year institutions. Above all, a realization has evolved that a community college and a university can function as co-partners and complement each other in efforts to solve problems of urban education through research, instruction, and service.

The foundation for this cooperation was established in the early 1970s when relationships between two-year and four-year institutions were precarious at best. While far more progress must be made in two-year and four-year institutional cooperation today, the situation in 1971 was far less desirable than in current times. In particular, community college leaders across the country were highly critical of graduate programs preparing administrators, counselors, and faculty members in higher education. These programs in general were not meeting the needs of community colleges. Graduate programs were extremely specialized and research and content heavy at the expense of study of

the instructional process, human development, and individual differences among learners. Graduate coursework that did concentrate on the latter areas was oriented to the K-12 school population and not the nontraditional and older student who was the major concern of the community college. Faculty at four-year institutions were critical of, or did not understand, the open-door "philosophy" of the two-year public college and the commitment to a humanism that focused on individual students and their existing levels of development as crucial starting points for all educational endeavors. University faculty questioned whether standards of excellence and quality education could exist under such a commitment.

In the early 1970s, O'Banion, as a key spokesperson for those who understood the special purpose of the community college, was critical of many of the existing graduate programs with respect to their appropriateness for the preparation of community college educators. Citing the research of Cohen and Brawer, Combs, McKeachie, Lefforge, Reynolds, Garrison, and others, he summarized the characteristics of a good community college faculty member as one who:

1. Believes in the potential of every student;
2. Cares about and listens to the student;
3. Is enthusiastic in his work;
4. Clearly communicates course goals and subject matter to the student;
5. Is knowledgeable in his subject and has an interdisciplinary capacity to relate it to other subject areas;

6. Strives to adapt instruction to the needs and experiences of the student in an open and flexible manner; and
7. Attempts to develop self-learning attitudes in the student.[1]

Graduate programs were not emphasizing the development of such characteristics. Specialized knowledge of a particular subject and research skills were considered to be more important in those programs than was the development of teaching competencies and understandings of the learner.

O'Banion's criticism of graduate education and his ideas concerning the characteristics of a good teacher were echoed in a 1974 conference on Graduate Education and Community Colleges that was sponsored by the National Board on Graduate Education and held in Virginia. The emphasis of graduate programs on pure as opposed to applied or action research drew attention as community college leaders pointed out their need for day-to-day problem solving. The field-based Ed.D. Programs for Higher Education of Nova University were cited because they required completion of a major applied research project, research that was highly appropriate for community colleges.[2] Cooperative efforts involving New River Community College and Virginia Polytechnic Institute and State University were recognized as exemplary of what could be done to develop a program that was responsive to community college needs.[3] Arrangements made through those efforts saw New River faculty and administrative staff members guest lecturing at Virginia Tech and serving in advisory capacities and the New River campus being used as a learning laboratory.[4]

It was in this general setting of problems, but with a potential represented by such incidents of cooperation as that between New River Community

College and Virginia Polytechnic Institute and State University, that Kent first attempted a large-scale effort to meet the needs of community colleges. In September of 1975 the Dean of the College of Education asked two of his faculty members to serve with him on a committee for the development of doctoral programs for community college faculty. For at least four years he had encouraged faculty and leaders of the Department of Curriculum and Instruction to explore possibilities in this area. In January of 1974 he and a Kent president emeritus, who was then a full-time faculty member but had also been a community college president, met with leaders from a number of two-year colleges in Northeastern Ohio. Prior to that meeting the Dean had conferred with officials from the American Association of Community and Junior Colleges at the Association's headquarters in Washington, D.C. His contacts with the Association leadership and two-year college officials in Northeastern Ohio had convinced him that a program for the preparation of teachers was an excellent first step in establishing a number of cooperative relationships with two-year institutions.[5]

Because the major interests of the Chairperson of the Department of Curriculum and Instruction and most faculty members were in the K-12 sector, the dean's initial efforts were frustrating and produced nothing in the way of results.[6] There were good reasons for his selecting the two faculty members that he did to work with him on this project. One faculty member was from the Department of Curriculum and Instruction. A specialist in curriculum, instruction, and supervision, he had recently headed the redesign of the undergraduate teacher preparation curriculum of the College and had a strong interest in the community college. The other faculty member who was from the higher education area of the Department of Educational Administration had been

involved in cooperative endeavors with personnel from the Eastern Campus of Cuyahoga Community College as early as 1972. In February of that year he worked with Eastern Campus officials in establishing the first of a long line of internships in which Kent graduate students have participated and continue to participate. In the Fall of 1972 this Kent faculty member had asked the Eastern Campus Director of Counseling to serve on an advisory committee for the Kent Master's Degree Program in Higher Education Administration and Student Personnel. As a member of that committee, the Director was helpful in changing the program to be more consistent with needs of practitioners. Prior to their contacts in 1972, the Director and the Kent faculty member had been colleagues in the student services area at Cleveland State University and were familiar with each other's educational philosophy and approaches to student development.

In January of 1974 a significant cooperative venture involving Cuyahoga Community College and Kent was launched when the Eastern Campus director of counseling approached his former Cleveland State colleague about the possibility of their two institutions jointly sponsoring a personal and career development workshop based on a human potential model that had been used at the Eastern Campus. This credit-granting workshop was to be for teachers, counselors, and other specialists interested in acquiring techniques and skills in the development of realistic life goals. Shortly after their initial discussions, the two former Cleveland State colleagues brought the Kent coordinator of the Master's Degree Program in Counseling in Higher Education into their negotiations since a number of his graduate students were serving as interns at the Eastern Campus. As the workshop plans materialized the Eastern Campus director of counseling and the two Kent faculty members served as tri-directors for the workshop which was developed and taught through the cooperative efforts

of two Eastern campus counselors and two Kent doctoral students in counseling. The workshop was held that Summer.[7]

The success of that initial workshop which drew more than 40 participants led to its being held again in the Fall of 1974 and in the Summer of 1975 with attendance of approximately 40 at each session. The Eastern Campus President, pleased with the outcome of this co-partnership venture, suggested extending the province of collaborative workshops to include "the areas of technical education curriculum, instructional methods in the developmental education, and general relations programs."[8]

That Eastern Campus President was an important figure in early efforts at Cuyahoga Community College-Kent State University collaboration and also played a significant role in the Kent education dean's 1975-76 attempt to develop a Ph.D. program for community college faculty. The Eastern Campus president, the first chief executive of that operation when it first opened its doors in the Fall of 1971, wanted to develop a cooperative relationship with Kent similar to that one he had known between Sante Fe Community College and the University of Florida when he was Academic Dean at the former institution. Therefore, he was pleased to meet in October of 1975 with the Kent Dean and his two faculty members to discuss a program for community college teachers. He suggested that his Dean for Curriculum and Instruction, his Director of Developmental Education, and his Dean for Community and Student Services at the Eastern Campus might serve as an advisory committee to review and react to any program Kent would develop. The Dean for Community and Student Services was the former Director of Counseling who had been involved in the Cuyahoga Community College-Kent personal and career development workshop of 1974 and 1975.[10]

The October 1975 meeting was not the first time the Eastern Campus

President had been contacted concerning the interest of Kent in a program for faculty at community colleges. The Kent education dean had discussed this matter with him on a number of occasions previously. He and some of his staff had met with Kent's Director of Community Education and the Educational Administration faculty member who was on the Kent Dean's three person committee. That meeting was the occasion for general discussion of possible cooperation between the two institutions.

Prior to the October 1975 session with the Eastern Campus President, the Kent Dean's three person committee had met extensively to discuss possibilities and what the literature indicated in terms of community college teaching and problems in graduate education programs. They had actually developed a rough outline of a program, building on existing courses and recommendation in the literature. In addition, they proposed that courses be developed in social policy and higher education, the adult as learner, the nature of the community college student, the nature and function of the community college, and curriculum and instruction in the community college. This rough outline was sent to the three Eastern Campus administrators whom the Campus president had suggested might serve as advisors.

In November of 1975 those three persons, the Eastern Campus President, and the Kent education dean and his two faculty members met in Kent and general reactions to the rough outline were gained. Subsequently, to gain further reactions, the Kent Educational Administration faculty member had individual conferences at the Eastern Campus with the Dean for Community and Student Services and the Director of Developmental Education. On the day in December when those conferences took place, the Dean for Curriculum and Instruction was ill and not on campus. The Director of Developmental Education said there was

nothing in the proposed program to distinguish it from a traditional Ph.D. program and it would not be professional to sell such a program as one for community college teachers because a completely new program was needed. The Dean for Community and Student Services believed the program was too heavy on research and suggested that program development at East Texas State University be considered. He made many other suggestions for specific emphases in various areas of the proposed program.[11]

Following the conferences at the Eastern Campus, the Kent Educational Administration faculty member reported to his dean on these reactions, expressing the belief that the position on the Director of Developmental Education had merit but that financial conditions and "politics" probably precluded making the sweeping changes that were suggested. His analysis was based on the belief that Kent faculty would resent and not support a program that deviated from what they considered to be appropriate doctoral study and funding to by-pass existing resources and create new resources to meet unique community college needs was highly unlikely...[12]

The program proposal was presented to an internal advisory committee at Kent and the differences between the approaches of the Kent faculty and those of the community college people were glaring, clearly consistent with the literature on the inappropriateness of traditional graduate programs for the preparation of community college educators. Kent faculty lacked an understanding of the role of the community college in higher education. While a broader external advisory committee consisting of representatives from many two-year institutions in Northeastern Ohio and Western Pennsylvania was formed and a meeting of these representatives held to gain further reactions, the proposed program was never fully implemented. A course in the adult as learner

was eventually added as was one in the problems of postsecondary curriculum. In 1979 a community college specialist was added to the faculty at Kent, a center for higher education was established at that institution, and eventually greater appreciation and understanding on the part of the Kent faculty with respect to the role of the community college were developed. However, efforts of Kent's new community college specialist to take courses to Cuyahoga Community College and establish closer working relationships between that institution and Kent were thwarted because Cleveland State University officials regarded these efforts as intrusions into that University's territory. Top leadership at Kent apparently did not place a high priority on these ventures to persist in the face of this political opposition.

Although a formal academic program did not emerge from the joint planning efforts of the 1970s, the community college-university partnership did continue on an informal basis. Aided and supported by interested Kent and Cuyahoga Community College faculty and administrators, 12 Cuyahoga Community College faculty members did enroll in Kent Ph.D. programs. The interaction of faculty members from both institutions enabled informal dialogue to continue until 1983. The Curriculum and Instruction faculty member who was on the 1975 committee and served as Kent Dean of the College of Education from 1981 to 1986 organized a High Schools for the Future project which focused upon five high schools in Northeastern Ohio.[13] In addition to the consortium of high schools, he invited area colleges and universities to join a partnership to support the high school faculty in the development of their futuristic programs. The Provost of the Cuyahoga Community College Eastern Campus (a person who was involved in the arrangements for the first Kent graduate student internship at the Eastern Campus in 1972) served as the liaison with the High Schools for the Future

project. Through these collaborative efforts, a level of trust and respect continued to develop among personnel at both institutions. In 1984 the Eastern Campus Provost contacted the Associate Dean of the College of Education at Kent about his interest in jointly planning and implementing a staff development program for Cuyahoga Community College faculty. Consequently, joint planning sessions between Kent and Cuyahoga Community College faculty and administrators were held and two Kent graduate courses were scheduled to be offered at the Eastern Campus in the Fall of 1984.

Officials at Cleveland State University again raised territorial concerns about the project and contacted the Ohio Board of Regents who in turn contacted Kent's President. Although the President requested that a hold be put on any project activities, he did support efforts to gain Board of Regent's support for the program. The resultant program planning activities were led by the Associate Dean of Kent's College of Education and Cuyahoga Community College's Faculty Development Director and the new Provost at the Eastern Campus. The person who had served as Eastern Campus liaison for the High Schools for the Future project while he was provost at that campus was in the process of retiring, but he continued to actively support the Cuyahoga Community College-Kent State University Ph.D. program project. Further support for this effort was provided by the Kent President, Provost, and Education Dean and the Cuyahoga Community College President. Complete documentation of the program was developed and a plan presented to the Regents Advisory Committee on Graduate Studies (RACGS)[14]. RACGS recommended that the program be given authorization to operate for three years, with the option to renew that operation for an additional three years. Subsequently, the Ohio Board of Regents approved the project to begin in the Fall of 1987 for a three-year term, with the option to

renew the project for an additional three years.

To date over 80 Cuyahoga Community College faculty and staff have taken one or more graduate courses offered through the project. Furthermore, 22 Community College faculty have been admitted into Kent State University Ph.D. programs and are actively pursuing degrees on the Kent State campus. Through the intensive discussions that were necessary to establish the "Faculty/Staff Development Project," other collaborative projects were conceived. These projects were described in a "Memoranda of Agreement between Cuyahoga Community College and Kent State University's Graduate School of Education."[15] The six-point memoranda was signed by President Nolen Ellison of Cuyahoga Community College and President Michael Schwartz of Kent State University in 1988. To facilitate the collaboration, a joint faculty/staff position was also established and staffed in the Fall of 1988, with the salary supported by both institutions. Later in the year, a dual enrollment agreement to facilitate the transfer of students who have successfully completed associate degrees at Cuyahoga Community College into baccalaureate programs at Kent State University was also made 1988.

The formal partnership agreement and history of successful projects is now serving as the foundation for other exciting collaboration efforts. Joint committees are currently planning a Laboratory for Action Scholarship and Educational Research (LASER) and a Minority Teacher Recruitment project. LASER is intended to promote research that addresses postsecondary education curriculum, instruction, and administrative issues. Research teams consisting of community college and university professors provide both the interest and expertise necessary to address critical research questions. The teacher education project is designed to encourage minority and disadvantaged students

to complete an associate at the Community College and transfer into Kent State University teacher education programs. This latter has been funded by both the Ford and Cleveland Foundations. The working partnership that has evolved between the two institutions since the 1970s was a major factor in obtaining external funding.

The positive collaborative arrangement enjoyed by Kent State University and Cuyahoga Community College did not occur overnight. Long-term continued efforts by faculty and staff, with strong support from administration, made good ideas and dreams become a reality. Early successes opened the door for additional collaborative planning and activities. And when diversity occurred, it served as a stimulus to the faculty members of both institutions to strengthen their resolve and to push on. These efforts demonstrated that personnel from the two institutions could work together, establish trust, and meet educational needs of diverse populations.

References

[1]Terry O'Banion. Teachers for Tomorrow. Tucson, Arizona: University of Arizona Press, 1972, pp. 60-63.

[2]Dale Tillery. "University Field-Based Model for Graduate Professional Development." In S. A. Martorana, et al. (Editors), Graduate Education and Community Colleges: Cooperative Approaches to Community College Staff Development. Washington, D.C.: National Board on Graduate Education, 1975, pp. 73-78.

[3]Charles A. Atwell and W. Robert Sullin. "Cooperative Faculty Development." Community and Junior College Journal, November, 1973, pp. 32-33.

[4]Terry O'Banion. "Alternate Forms of Graduate Education for Community College Staff: A Descriptive Review." In S. A. Martorana, et al. (Editors), Graduate Education and Community Colleges: Cooperative Approaches to Community College Staff Development. Washington D.C.: National Board on Graduate Education, 1975, pp. 48-62.

[5]Interdepartmental Correspondence, Robert J. Alfonso to Richard Hawthorne and Evert Wallenfeldt, September 30, 1975.

[6]interdepartmental Correspondence, Robert J. Alfonso to Richard Hawthorne and Evert Wallenfeldt, September 30, 1975.

[7]Kent State University Division of Continuing Education, Career and Personnel Development Training Workshop, June 23-28, 1975 Intent to Enroll Form, Kent, Ohio: Division of Continuing Education (undated).

[8]Personal Correspondence, Robert E. Shepack to N. A. Sicuro, August 13, 1974.

[9]Interview, E. C. Wallenfeldt with Robert E. Shepack, Warrensville Township,

Ohio, March 2, 1972.

[10]committee meeting involving Robert E. Shepack, Robert J. Alfonso, Richard Hawthorne, and E. C. Wallenfeldt, Kent Ohio, October 30, 1975.

[11]Interview, E. C. Wallenfeldt with Lynn Rosen, Warrrensville Township, Ohio, December 17, 1975.

[12]Interdepartmental Correspondence, E. C. Wallenfeldt to Robert J. Alfonso, December 22, 1975.

[13]High Schools for the Future: A Design to Evaluate the Project. The High School Journal, February - March 1987, 70, (with R. Niece and P. Mooradian), pp. 128-131.

[14]Cuyahoga Community College/Kent State University Faculty/Staff Development Project. Program Proposal submitted to the Regents Advisory Council on Graduate Studies, June 5, 1987.

[15]Memoranda of Agreement between Cuyahoga Community College and College and Graduate School of Education of Kent State University, August 5, 1988.

ERIC Clearinghouse for Junior Colleges JAN 18 1991